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ABSTRACT

This book examines why John Dewey's arguments present viable solutions to issues that must be addressed in any serious attempt to develop an adequate philosophical view of educational thought and practice. It notes that there is currently very little attention being paid to this sort of thinking and what it means for education. The book focuses on what Dewey's pragmatism offers philosophy of education and actual classroom practice. It attempts to show that philosophy of education can be reinvigorated as philosophic inquiry. It notes that philosophy of education in the postanalytic period must place even greater epistemological demands on itself than it did during the analytic period. It is the thesis of the book that philosophy of education must hold itself to the same standards as philosophy of science and epistemology. The seven chapters are as follows: (1) "The Reemergence of Pragmatism," (2) "The Empiricist Conception of a Priori Knowledge," (3) "How Much Can We Learn from Everyday Talk?" (4) "The Pragmatic a Priori," (5) "The Structure of Concepts," (6) "Normative Inquiry," and (7) "Is Teaching a Causal Process?" (SM)

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